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ABSTRACT

These lesson plans were developed by a participant in the Fulbright Summer Seminar on Indonesia. The materials provide information for teaching about economic and social factors affecting development of the region. There are four lessons in the packet. The lessons are: (1) "Centripetal and Centrifugal Forces" (geographical, historical, social, economic, and political facts about Indonesia); (2) "Understanding Governmental Philosophy"; (3) "Using Statistical Data"; and (4) "Dilemmas of Development" (contains a game board and game cards for Indonesia, infrastructure, human resource development, standard of living, industrial development, and travel). Appendices include: (1) "Principles of Pancasila"; (2) "Indonesian Archipelagic Outlook"; and (3) "Indonesian Data Sheet." A 28-item bibliography also is included. (EH)

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Educational Project on Indonesia

Georgeanne C. Hribar
Fulbright Hayes Summer Seminar, 1994
Virginia Beach Virginia

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INDONESIA
Centripetal and Cetrifugal Forces

Overview

Current news magazines and newspapers are filled with headlines detailing ethnic strife in Rwanda, Bosnia-Hercegovina, and the former Soviet republics. Why do some nations disintegrate while others celebrate the cultural diversity of their people? The motto of Indonesia, "Bhinneka Tunggal Ika" (unity in diversity) is displayed prominently on the national symbol the Garuda *Pancasila.* An examination of the policies of Indonesia could provide a case study in ethnic cooperation.

An analysis of varied aspects of a country's geography, history, and political, social, and economic frameworks provides a means for assessing a country's potential for survivability. Forces within a country can be classified as either **centrifugal** (splits the country apart) or **centripetal** (unifying) features. This lesson provides a framework for analyzing centripetal and centrifugal forces within a country using Indonesia as an example.

Objectives

- Identify forces which unify a country
- Identify the forces which can split a country apart
- Realize that the same factors can act as both unifying and disunifying forces
- Associate ethnic groups with their particular geographic sites

Conducting the Lesson

1. Divide the class into cooperative learning groups. Assign each group of students one of the major topics of analysis: geographic, historical, social, economic, or political. Have the students research a country such as Indonesia and prepare answers to the guiding questions (shown within each box).

   Good sources of information include electronic encyclopedias such as *Comptons' Interactive Encyclopedia*, Groliers, and Microsoft's *Encarta.* Other geographic information could be obtained from National Geographic's *Picture Atlas*, Software Toolworks' *World Atlas* ,and Broderbund's *Maps and Facts.* Various reference books available in the library and geography classrooms could also be utilized.

   TEACHING NOTE: If students experience difficulty in finding information on Indonesia, the facts contained under each topic could be duplicated, then cut apart, and mixed up. Students could then categorize the facts according to the various topics--political, social, economic, geographic, or historical. Since the facts could fit into more than one category, encourage the students to explain the reasons for their categorization.

2. Have the students rank their country using a 1 to 5 scale based on the information obtained in their aspect of research. A 1 would mean that a country is very cohesive with little possibly of breaking apart (centripetal forces abound), while a 5 means that a country is ready to fragment, (centrifugal forces dominate).

3. Have each group of students report the country's ranking for their topic to the class.. Have students justify their ranking with specific facts. Have the class then arrive at an average score for the country's rank.

Closure

1. Ask the students to rank the various factors according to the ease of changing them. For example, would it be easier to change the reaction of neighboring states than to change a country's distribution of power? Have student discuss changes which could be made in order to lessen ethnic conflicts.

2. Place the following statement on the board or overhead, " A country exists as a balance between a variety of forces--political, economic, social, and geographic." Have the students agree or disagree with the statement. Which of the factors is the most important in determining a country's survivability? As students responses vary, point out that answers are influenced by one's point of view and generalizations do not necessarily portray reality.

3. Ask if there could be any external or internal events that could shift that delicate balance. Guide students in identifying events which could serve as precipitating factors in both building and destroying countries. Examples might include an economic decline resulting in a lower standard of living for a particular ethnic group, possession of a key resource by any one ethnic group, or the death of a respected national leader.

Evaluation

1. Provide students with a list of facts about a real or hypothetical country. Have the students categorize the facts as social, political, economic, or geographic.

2. Provide students with information about a real or hypothetical country. Have the students identify the centripetal and centrifugal forces operating within that country.

3. Provide students with information about a real or hypothetical country. Have the students assign a rank for the country's tendency to engage in ethnic conflict or civil war. A 1 would mean highly unlikely, a 5 conflict imminent. Have the students write an essay detailing the reasons for the rank they assigned.

Extension Activities

1. Assign groups of students other countries in the world which exhibit centrifugal forces at work. Examples could include countries from the former Yugoslavia and the newly independent states of northern Eurasia. Have the students use the categories and questions provided in this lesson to guide their research and analysis. Have students compare their findings with those of the Indonesia study and cite the similarities and differences.

2. Assign students the task of devising a scale or continuum which could be used to compare degrees of ethnic conflict. One extreme would be the peaceful coexistence of all groups within a multiethnic state, the other extreme genocide. Have the students generate a list of factors which could be used to place a country on the scale.

The boxes within this section provide questions which could be used for analysis of a country's centrifugal and centripetal forces. The model can be applied to the factual information about Indonesia.

GEOGRAPHIC

Shape of a country: How does the shape of a country contribute to its survival as a state? Is the country fragmented? elongated? prorupt? perforated? or compact?

- Indonesia is a fragmented state with 13,667 islands (17,000 according to the Indonesia Naval Hydo-Oceanographic Office)
- 6,044 of the islands are inhabited
- The islands cover an east west span of over 3,300 miles; north to south 1300 miles
- Five of the country's islands, Sumatra, Java, Sulawesi (Celebes) Kalimantan (2/3 of the island of Borneo) and Irian Jaya (western portion of the island of New Guinea) account for 92 percent of the country's land area

Location: How does the location of a country contribute to its survival as a state? Is the country landlocked? coastal? protected by physical barriers?

- Indonesia is located between the Indian and Pacific oceans
- Indonesia is strategically located between Asia and Australia
- Indonesia could control the Straits of Malacca
- Irian Jaya occupies the western part of the island of New Guinea while the country of Papua New Guinea occupies the eastern portion

Topography: Which environmental factors contribute to a state's isolation or invasion?

- Lowland areas and coastal plains are relatively small in size
- Many of Indonesia's islands are of volcanic origin
- Indonesia has 400 volcanoes, 100 of which are still active
- Two-thirds of the land area of Indonesia is covered by tropical rainforests
- Since 1957, Indonesia has claimed sovereignty over the waters surrounding and separating the islands with a 12 mile territorial limit

- Indonesia uses a 200 mile Exclusive Economic Zone (later affirmed by the International Convention of the Law of the Sea)

Size: What effects does the size of a country have on its survival as a state?

- Indonesia covers a distance of 782,633 square miles
- Indonesia is the largest country in land area in Southeast Asia
- Indonesia's seas constitute 81% of the area of the country
- Indonesia spans a distance equivalent to the distance from Ireland to the Caspian Sea

HISTORICAL

History of past conflict/s How will patterns established in past events affect the development of a nation? How will ancient disputes and feuds affect the survival of a multiethnic state?

- Java is home to Pithecanthropus Erectus (Java Man) circa 4 million B.C.
- Ptolemy described Java as a country with a good system of government and advanced agriculture, astronomy, and navigation
- A Buddhist kingdom existed in South Sumatra and central Java in the 800s
- Buddhist temple at Borobudur was constructed 750-850 A.D.
- Islamic traders introduced Islam to northern Sumatra in the 13th century
- The power of the dynastic rulers of Java was considered to be transferred by God.
- The kratons at Yogyakarta symbolize the center of the universe
- The Queen of the South Seas, Nyai Lori Kidul gives legitimacy to the Javanese sultans
- Hindu literary works such as the *Mahabharata* and *Ramayana* are still performed in the *wayang* puppet shows of today

Murder or assassination of a key leader, groups: Can any groups within the country recall a time they were treated unjustly?

- In reaction to the 1965 communist coup, 300,000 to a 1,000,000 communists were killed in Indonesia

Colonial heritage : How did the period of subjugation as a colony affect the modern country?

- In 1511 the Portuguese captured Malacca
- Portuguese and Spanish explorers brought Christianity to the Moluccas (Maluku)
- St. Francis Xavier was a missionary to Ambon in 1546-7
- In 1602, the Dutch East India Company was formed with a monopoly of the trade with the East Indies as its major goal
- In 1618, the Dutch secured permission from the prince of Jayakarta to set up a trading post; the Dutch established a fortress
- Sultan Agug almost succeeded in driving the Dutch to the sea in Java in 1628
- Sultan Hasanuddin waged a war against the Dutch in 1666 and was defeated
- Prince Trunajaya of Madura fought the Dutch, he was defeated and killed in 1680
- Rivalry among Indonesian princes fostered the divide and rule policy of the Dutch
- In order to ensure a monopoly, the Dutch burned clove and nutmeg fields in many islands
- Under the Dutch, the commercial class was primarily Chinese
- In 1740, the Dutch suppressed a Chinese led rebellion in Jakarta; 10,000 Chinese were massacred
- After 1799, the Dutch government directly controlled trade with Indonesia; Sunda Kelapa was renamed Batavia
- British East India Company ruled Indonesia between 1811-1816 under the leadership of Sir Thomas Raffles
- Javanese Prince Diponegoro led a unsuccessful rebellion against the Dutch between 1825-1830
- In the Java War (1825-1830), 200,000 Javanese and 8,000 Europeans died mostly due to starvation and cholera
- In 1829, the Dutch instituted the Cultivation System in which export crops, tea, sugar, indigo, quinine, copra, palm oil, and rubber were grown instead of rice.
- Under the Dutch Cultivation System 1/5 of the land , later 1/3 was dedicated to cultivation of export crops
- After 30 years of war Aceh was subdued by the Dutch in 1906
- Bali was finally conquered by the Dutch in 1908

- The Indonesian communist movement was founded in 1910 by a group of Dutch and Indonesian radicals
- Soekarno founded the Indonesian nationalist party in 1927 (Partai Nasional Indonesia or PNI)
- In 1928, the second all-Indies student conference proclaimed the concept of a single Indonesian nation (one people, one language, one nation)
- The nationalist movement gained support under the auspices of the Sarekat Islam (Islamic trade union)
- Japanese invaded Indonesia in 1942
- In order to maintain Indonesian support, the Japanese promised independence
- Indonesia declared its independence on August 17. 1945
- After World War II, the Dutch tried to reassert ownership of Indonesia
- The Dutch transferred sovereignty to the federated United States of Indonesia on December 27, 1949
- East Timor was a Portuguese colony until the 1975, when it was forcibly annexed by Indonesia

SOCIAL

Religious differences: Do religious differences unify or split states apart?

- 90 per cent of Indonesians adhere to the Muslim faith
- The Indonesian countryside is dotted with mosques
- 17 million Christians live in Indonesia (most Protestant)
- 1.5 million Buddhists live in Indonesia, most of Chinese background
- In the Province of Bali, 93 per cent of the population is Hindu
- Freedom of religion is guaranteed by the constitution
- Students receive instruction in their religion in school
- In the Province of East Timor, 91.4 per cent of the population is Roman Catholic
- In the Province of Irian Jaya, 63 per cent of the population is Protestant

Linguistic ties or divisions: Can the various ethnic groups communicate with one another?

- There are 583 languages and dialects spoken in Indonesia

- 1928 Bahasa Indonesia was adopted as the national language
- Bahasa Indonesia is the official language of Indonesia today
- If possible schools conduct some of their instruction in the vernacular so that students can become acquainted with the language and customs of their ethnic groups
- The Taman Mini, "Indonesia in Miniature," located in Jakarta, displays housing and artifacts of many of Indonesia's peoples
- National parades feature people in their native dress
- The National Museum in Jakarta features a map illustrating the ethnic groups of Indonesia and documents their unique heritage in its numerous displays
- In Indonesian culture, it is considered impolite to express anger or displeasure

Number of percentages of ethnic groups: Is there a sizable majority? two very large dissimilar minorities? a large variety of ethnic groups?

- Indonesia is the 4th largest country in the world in terms of population
- The Javanese are the major ethnic group
- More than 60 percent of the people of Indonesia live on Java
- The country's three largest cities are located on Java
- Jakarta, Indonesia's capital and the nation's cultural and commercial center, is located on the island of Java
- The Mingakabau have a matrilineal society and their inheritance customs differ with the traditions of the *Quran*
- *Adat* or local customary law is the basis for civil suits
- There are approximately 4 million Chinese in Indonesia
- Chinatown is located at Glodok square in Jakarta
- The Chinese have been persecuted throughout Indonesian history

ECONOMIC

Distribution of economic power: Does one ethnic group control the economic resources of a country? Is the country's economy operating under free market principles? Is the economy of a county exploited for the good of another country?

- All forest land is owned by the state
- The Balinese have developed extensive irrigation systems dating back to ancient times

- In 1965 Indonesia's government nationalized foreign owned enterprises
- Indonesia law restricts foreign investment to under 50 per cent in order for the businesses to be controlled by Indonesians
- 55 per cent of the population is engaged in agriculture
- Indonesia is the leading producer of plywood in the world
- Most of Indonesia' s arable land is located in Java
- Indonesia achieved self sufficiency in rice production due to scientific farming
- Indonesians of Chinese heritage control many business and commercial enterprises in Jakarta
- Rich oil reserves are located in Sumatra, Java, and Kalimantan (Borneo)
- The government owned shipbuilding industry, PAL, is the largest and most modern shipbuilding facility in all of Southeast Asia
- Industri Pesawat Terbang Nusantara, the Indonesian aircraft industry, is producing planes of its own design
- Indonesia is the second largest producer of tin in the world
- Cars and bicycles are assembled in Indonesia
- Per capita GNP of Irian Jaya is Rp. 1,260,711
- Per capita GNP of Jakarta is Rp. 1,824,131
- Per capita GNP of East Timor is Rp. 319,826

NOTE: On November 12, 1994, 1 dollar (US currency) was worth 2,172.02 rupiah. (To make it easier for the students have them divide by 2,000).

POLITICAL

Distribution of political power : Is the government controlled or dominated by one ethnic group? Who is in control of the armed forces?

- Indonesia was a federal state at the time of independence
- Today Indonesia is a unitary state, divided into 27 provinces and districts
- Rebellions in outlying areas precipitated the proclamation of a unitary state on August 17, 1950
- The Darul Islam rebels sought to establish an Islamic state

- Andi Azizi, a former colonial officer, led a rebellion in South Sulawesi
- Ibnu Hadjar led an armed revolt in Kalimantan
- In 1960, President Soekarno suspended the Parliament and subsequently proclaimed himself president for life in 1963
- In 1965, the Indonesian communist party attempted a coup and kidnapped and killed six of the country's top army generals
- Genera Soeharto quelled the communist rebellion of 1965; Sukarno transferred power to him in 1966
- Soeharto has been the President of Indonesia since 1966
- Soeharto has been elected to the presidency for his 6th consecutive 5-year term
- The President is elected by the People's Consultative Assembly
- Indonesia has three major political parties
- The PKI (communist party) and a radical Islamic political party have been banned
- The government shut down 3 magazines the summer of 1994
- The President may govern by decree in times of an emergency
- The central government has 37 ministries, many headed by army officers
- Men in the military are not allowed to vote
- The Consultative Assembly contains 100 members of the military
- The governor of Yogyakarta is a direct descendant of Prince Senapati the founder of the Mataram dynasty in 1587.
- *Pancasila* provides the ideological basis and guiding principles for the government of Indonesia (see Appendix 1 for the principles of *Pancasila*)

Reaction of the world community: How does the world community influence the creation and continuance of states? How do relations with neighboring states influence the opinion and action of the world community and international organizations?

- In 1949, The UN Security Council ordered the Dutch to withdraw its forces from Indonesia and negotiate a peace
- In January of 1949, the United States halted the transfer of Marshall Plan funds to the Netherlands

Indonesia was admitted to the United Nations on September 28, 1950

- *Indonesia hosted the Asian-African Conference at Bandung in 1955*
- Indonesia was given a UN mandate over Irian Jaya by the UN in 1963
- Indonesian troops raided Malaysia in 1964 and 1965
- Indonesia signed an agreement with Malaysia in 1988
- Indonesia is a major participant in the Non-Aligned Movement
- In November of 1994, Indonesia hosted the meeting of APEC (Asian Pacific Economic Cooperation) forum
- Indonesia was one of the founding members of ASEAN (Association of Southeast Asian Nations)
- Indonesia is a member of OPEC (Organization of Petroleum Exporting Countries)
- Indonesia is a member of the Islamic Conference

Understanding Governmental Philosophy

Objectives:

- Suggest ways a government can transform its goals into action
- Rank the goals of a government according to ease of implementation
- Compare the goals of the United States as stated in the Preamble of the Constitution to the goals of the Indonesian government

Conducting the Lesson

1. Distribute a copy of Indonesian Archipelagic Outlook (Appendix 2) to each student.

2. Have the students read the document, and identify the four major philosophical goals of the Indonesian government--achievement of unity in the political, cultural, economic realms, and security from foreign invasion.

3. Assign groups of students to each of the major philosophical goals. Have the students suggest specific government actions needed to meet each of those goals. For example, the security goal could be met by the creation of an army.

4. Have the students create lists on the board, overhead, or posters proclaiming each of their actions. Then have the students select the most important action from their list.

5. Have students make presentations to the class on what they consider to be the most important action.

6. Lead the class in a discussion of the pros and cons of the implementation of each suggested action.

7. Review with the class the goals of the United States as stated in the Preamble of the Constitution: ensure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty. Compare the goals of the Preamble with those stated in the Indonesian Archipelagic Outlook. Have students identify the similarities and differences in the goals of the two countries.

Evaluation

- Compile a list of governmental actions. Have students match the governmental actions with a goal of government stated either in the preamble or the Indonesian Archipelagic Outlook.

Extension Activities

- Have students write a statement of governmental purposes a candidate might use in an election speech.

- Have students create bumper stickers to advertise the principles contained in the Indonesian Archipelagic Outlook.

Using Statistical Data

Objectives

- Read and interpret tables
- Support or refute generalizations based on data
- Explain the relationship between population density and per capita GNP
- Make and test hypotheses using statistical data
- Realize that statistics can be used to prove invalid conclusions

Conducting the Lesson

1. Review the definitions of population density, per capita GNP

2. Provide students with copies of Indonesian Data (Appendix 3).

3. Have students locate the various islands of Indonesia in an atlas or on a wall map.

4. Explain to students that the per capita GNP is in rupiahs. Using rupiahs to compare the various places within Indonesia gives a picture of the relative wealth. In order to compare Indonesia to other places in the world, the rupiahs would have to be converted to dollars. If they need to know the dollar equivalent suggest they divide the number by 2000.

5. Distribute the Testing Generalizations worksheet to the students. Have students complete the worksheet alone or in pairs.

Closure

1. Have the students share their answers with the class.

2. Call on selected students to write their generalizations on the board or overhead. Have the class discuss their validity.

3. Point out that statistics can be used to prove untrue statements by leaving out key information

Evaluation

1. Have students support or refute generalizations based on real or hypothetical statistical data.

2. Have students write generalizations based on real or hypothetical statistical data.

Extension Activity

1. Based on the data provided in the Indonesian Data sheet, assign groups of students the major islands of Indonesia. Groups would include Java, Sumatra, Kalimantan (Borneo), Sulawesi (Celebes), Bali, Irian Jaya, and the outer islands.

2. Have students create a map of the island and create a key to show the differences in data for the various sections of the island. Students could use symbols or color to illustrate population density, the various levels of GNP, and the distribution of the different religious groups.

3. Display the maps around the room in proper geographic orientation. Ask students to suggest some patterns of distribution of income or religions.

Testing Generalizations Worksheet

Part I. The student will support or refute the following statements using facts from Indonesian Data sheet. Be sure to give a reason for your answer.

1. The highest percentage of Moslems are found on Sumatra.

2. People on Irian Jaya have the lowest per capita GNP.

3. In places with a high per capita GNP, Moslems are in the majority.

4. The easternmost islands have the highest population densities.

5. The island of Sulawesi is the most densely populated.

6. East and West Nusatenggara provinces have the lowest population growth rates.

7. A province with a high percentage of Roman Catholics would have a high population growth rate.

8 East and West Nusatenggara provinces have identical religious percentages.

9. The people of Java have the highest per capita GNP.

10. Places with high per capita GNP always have low population densities.

Part II. Make some generalizations of your own based on the data found in the Indonesian Data sheets.

Dilemmas of Development

Overview

Development is a controversial issue. Many countries have followed the patterns of industrialization established by the western industrialized nations. How does one measure the costs of the Industrial Revolution--in the magnitude of resource exploitation, labor abuses, or the production of consumer goods?

Frequently nations of the "developing world" abandon their traditional ways of life and social and economic institutions for the sake of progress. What is the real measure of development--the ability of an economy to deliver a wide variety of consumer goods, or a good quality of life for its people?

In the debriefing discussion which follows this simulation, students are challenged to examine the costs of development decisions.. For example, if timber resources are to be exploited, people's traditional farmlands might need to be abandoned as they move to the site of employment. For the sake a new road, a tradition village might need to be relocated. This simulation aims to have students recognize the economic and human costs of development.

Objectives

- Identify and explain various paths to economic development
- Identify positive and negative consequences to the development of a country's resources
- Realize the complexity of development decisions
- Explain the link between economic development and the standard of living
- Identify the role of government in the economy
- Identify conflicts in economic development between, the traditional and modern and urban and rural lifestyles
- Identify differences and similarities in the development needs of urban and rural populations
- Describe the relationship between resources and economic development
- Predict consequences of unregulated development
- Identify obstacles to development and suggest ways to overcome them
- Evaluate development decisions
- Recognize key place names in Indonesia

Conducting the Lesson

1. Review the criteria of a developed and developing country.

2. Have students examine data about Indonesia from the *World Almanac and Book of Facts*, and thematic maps contained in the *Hammond Comparative Atlas* and the *Nystrom Atlas* and the *New State of the World Atlas*.

3. Have students list key information that could be used to assess Indonesia's current level of development. Traditional indicators to use would include per capita GNP or GDP, population density, and percentage of people engaged in agriculture. *The*

New State of the World Atlas, provides other indicators such as boffin power, a hunger index, military power, human rights, and food per person.

4. Explain to the class that development is a long process with many variables.

5. Prepare the students for simulation in which they are going to assume the role of government planners charting a course for the further economic development of Indonesia.

6. Divide the class into groups of four. Have each of the students select a path to development to represent during the game. The following four areas will be addressed by the simulation.

   Development of infrastructure--networks of power grids, roads, and communication systems which link the country both internally and to the world.

   Development of human resources--achieving a high school or technical education for every citizen in the country.

   Improvement of standard of living--clean tap water and immunizations for all citizens.

   Development of industry-products designed and produced in Indonesia by Indonesian companies.

8. Ask students to create a priority sheet in which they list the various paths of development in rank order. Encourage students to give a reason for their rankings. Collect the papers from each group and put aside until after the simulation is completed.

SIMULATION RULES

1. Play begins from Jakarta, the capital city and center of Indonesia's government and economy.

2. Each student selects the playing piece which represents their path to development: **Infrastructure** : a plane; **Human Resources**: a diploma; **Standard of Living** : a water glass; and **Industry** a factory.

3. The students take turn in the order of the priorities they set in the preliminary rounds. Each student rolls a die and moves forward the appropriate number of squares. Play continues on the outer perimeter of the board which represents various cities, islands, and bodies of water of Indonesia. A student must have the exact roll of the die to enter into his or her path for development. The entrances are marked with shaded squares on the game board.

4. If a player lands on a space which contains a question mark, they draw a card. The cards are color coded for each of the paths of development. The player on that path, must do what the card says, regardless of which player drew it.

5. If a player lands on a place marked TRAVEL, they select a travel card and go directly to that destination.

6. The first player to reach the center wins. A player must have an exact roll to enter the development circle.

Materials

Create game boards based on the template contained in page 30.
Duplicate and mount the various cards. For ease of play, make each of the four topics a different color.
Duplicate and mount the travel cards.
Create playing pieces for each of the groups.
Obtain a die for each group.

Debriefing the Simulation

1. At the conclusion of play have each of the players write a short explanation of their experiences in the game. Where they successful in reaching development? What were the obstacles in their way?

2. Have each student select two of the cards from his or her path to development. Instruct the student to brainstorm all the positive and negative consequences of that action. Encourage the students to think of impacts on the environment and the quality of life

3. Have students share their experiences with the class. Display the priority rankings the students set before the simulation. Ask if they would make any changes in the setting of priorities.

Evaluation

1. Have students list four actions a government could take to foster economic development. Have them explain the reasons for their answer. Then ask the students to name two positive and negative consequences of their action.

2. List three actions the Indonesian government has taken to plan for economic development. Do the actions conform to the principles stated in the Archipelagic Outlook? Explain.

INFRASTRUCTURE CARDS

Cirrus automatic teller machines are installed in all major banks in the cities of Indonesia.
(Move ahead 2 spaces)

31 foreign airplane companies provide international service to Indonesia
(Lose one turn)

A toll road operates between Jakarta and Bogor. Most cars still continue to use the free highways and traffic remains congested.
(Move ahead 1 space)

Even though only 27 ships operatied there was a great increase in the tonnage of freight shipped.
(Move ahead 3 spaces)

In addition to the 3 private ferry crossing sites, there are 58 ferry crossing sites run by the government.
(Move ahead 1 space)

The city of Jakarta is serviced by 3 airports, Kemayoran, near the waterfront; Halim International Airport and international airport at Cengkareng.
(Move ahead 1 space)

Jakarta can be described as traffic everywhere all the time with many vehicles polluting the city's air.
(Lose one turn)

The old harbor at Sunda Kelapa is dotted with, *pinisi*, sailing vessels, which conduct inter-island trade.
(Move ahead 2 spaces)

Garunda Indonesia and Merparti Nusantara, the two state owned airlines fly internationally.
(Move ahead 2 spaces)

Most of the wood cargo arriving on the sailing ships at Sunda Kelapa is carried off the ships by human labor.
(Go back 2 spaces)

Most of Indonesia's electricity is generated by hydroelectric or geothermal power.
(Move ahead 3 spaces)

Indonesia has 17 centers for examining motor vehicles.
(Go back 4 spaces)

Major international ports are located at Jakarta and Surabaya on Java, and Medan on Sumatra.
(Move ahead 1 space)

Indonesia operates three telecommunications satellites, with 72 transponders.
(Move ahead 3 spaces)

Indonesia has approximately 4,300 miles of railroad track, almost all located on Java and Sumatra.
(Lose one turn)

There are 1,011 public telecommunications centers (wartels); 35,212 coin operated pay phones; and 6,387 card operated pay phones in Indonesia.
(Move ahead 2 spaces)

A trans-Java post road, linking present day Jakarta with Bandung, was built under the order of Governor General Daendels between 1808 and 1811.
(Move ahead 1 space)

International direct telephone lines link 115 Indonesian cities with 196 countries.
(Move ahead 3 spaces)

Approximately 81,000 miles of road , some unpaved, make up the highway system. Most of the roads are on the island of Java.
(Lose 1 turn)

Postal service is available to all of Indonesia's people.

(Move ahead 2 spaces)

HUMAN RESOURCE DEVELOPMENT

Indonesia's educational system includes 6 years of primary school and six years of secondary school.
(Move ahead 1 space)

Many primary school students attend split shifts due to overcrowding, therefore fewer hours are spent in school.
(Move back 2 spaces)

Enrollment in institutes of higher education represents 9 percent of the people in the 19-24 age bracket.
(Move ahead 1 space)

91 per cent of the 7 to 12 year old age group is enrolled in school. Access to education is becoming a reality.
(Move ahead 1 space)

Approximately 7,461 people attended postgraduate and doctoral programs in the 1992-93 academic year.
(Move ahead 1 space)

In 1992-1993 school year, 725 primary schools were established; 1,400 new classrooms built; and 37,000 primary school buildings rehabilitated.
(Move ahead 3 spaces)

The country's leading universities include: University of Jakarta, University of Gajah Mada, Bandung Institute of Technology, Bogor Agricultural Institute.
(Move ahead 1 space)

Children in Indonesia follow a nationally established curriculum and attend school 240 days a year.
(Move ahead 2 spaces)

There is a dual education system with public and private schools, from the primary to university level.
(Move ahead 1 space)

Teacher salaries are low. Because of the demand for teachers, many schools have teachers with limited training.
(Move back 1 space)

Research on food crops resulted in the discovery of 19 new varieties.
(Move ahead 1 space)

About 12,000 students are enrolled in the various programs at the Institut Pertanian Bogor (IPB) or Bogor Agricultural University.
(Move ahead 3 spaces)

Research on cattle breeding has decreased cattle mortality by 30 per cent.
(Move ahead 2 spaces)

Bogor Agricultural University (IPB) offers programs in forestry, agriculture, veterinary medicine, fishery, animal husbandry, and agricultural engineering.
(Move ahead 3 spaces)

An electronics laboratory was constructed at Bandung providing for research in electronics and telecommunications.
(Move ahead 1)

Clemson University of South Carolina and IPB are undertaking a joint program in integrated pest management.
(Move ahead 2 spaces)

Research in new varieties of plantation crops produced 4 clove varieties, 4 cotton varieties; and 5 tobacco varieties.
(Lose 1 turn)

Averaging the country's urban and rural areas, most Indonesian children complete 4 years of school.
(Lose 1 turn)

The Center for Scientific and Technological Development operates about 16 laboratories.
(Move ahead 2 spaces)

Indonesia's forest resources are monitored by remote sensing and aerial photography.
(Move ahead 2 spaces)

STANDARD OF LIVING

Gutters for rainwater overflow with sewage as record rainfall is recorded in Jakarta.
(Go back 3 spaces)

In July 1989, The United Nations Fund presented Indonesia an award for a successful population control program.
(Move ahead 2 spaces)

A transmigration progam aims to relocate people from densely settled areas in need of labor for more efficient resource utilization.
(Move ahead 1 space)

The State Saving Bank provided home ownership mortgage loans for 18,474 units in 1992-93.
(Move ahead 2 spaces)

The transmigration programs aims to relocate 550,000 families from densely populated regions to sparsely populated area.
(Move ahead 1 space)

The Health Settlement Environment Program aims to improve drainage as well as the handling of trash and sewage.
(Move ahead 2 spaces)

Indonesia's population growth rate dropped by 2.3 % in 1970 to 1.6%
(Move ahead 2 spaces)

In 1992, there were 1,638 hospitals; 802 public hospitals with 95,323 beds; and 836 special hospitals with 28.818 beds.
(Move forward 1 space)

In 1970, 58 % of Indonesia's people lived below the povery line; by 1987 only 175 were considered below the poverty line.
(Move ahead 4 spaces)

The Contagious Disease Eradiation program seeks to eliminate malaria, cholera, tuberculosis, and other diseases.
(Move ahead 2 spaces)

The Clean Water supply program monitors over 9,700 water samples.

(Lose 1 turn)

The Indonesian Red Cross is found in all 27 provinces of Indonesia and has approximately 62,000 members.

(Move ahead 1 space)

There is no word for he or she in Bahasa Indonesia. Women have been given equitable opportunity to engage in development.

(Move ahead 1 space)

Population control program participants in Kalimantan are rewarded with funds for a pilgrimage to Mecca, a strong incentive for their cooperation..

(Move ahead 2 spaces)

Eight new women studies centers were establied in the state universities in 1992-93.

(Move ahead 1 space)

Indonesia's real per captia income doubled between 1985 and 1990.

(Move ahead 2 spaces)

Religious education is included in the national education system. Freedom of religion is guaranteed by the constitution.

(Move ahead 1 space)

In 1986,tThe United Nations Food and Agriculture Organization gave Indonesia a citation for self-sufficiency in rice production

(Move ahead 2 spaces)

Social Rehabilitition program s seek to provide services to orphans, handicapped, poor and jobless people and victims of natural disasters.

(Move ahead 1 space)

Private companies emptying sewage tanks of Jakarta home, frequently dump the contents of their trucks in the nearby canals and waterways.

(Go back 4 spaces)

INDUSTRIAL DEVELOPMENT

Indonesia produced its first aircraft of Indonesian design
(Move ahead 2 spaces)

The Indonesian government nationalized foreign-owned enterprises in the 1960s.
(Lose 1 turn)

In 1991, the government closed 1,837 occupations to foreigners.
(Move ahead 1)

The manufacturing sector comprises more than 18 per cent of GDP.
(Move ahead 1 space)

The Jakarta Stock Exchange was established in 1951.
(Move ahead 2 spaces)

Indonesia is the leading producer of plywood in the world.
(Move ahead 1 space)

Tanjungpriok, a modern port, handles most of Indonesia's imports and exports.
(Move ahead 2 spaces)

Indonesia carries a trade surplus. In the late 1980s exports were valued at $22.7 billion; with imports of 16.3 billion.
(Move ahead 3 spaces)

Most of Indonesia's forest lands are stateowned. Government conservation policies can be easily enforced.
(Move ahead 3 spaces)

Clearcutting of virgin forests is not permitted and reforestation is given top priority.
(Move ahead 3 spaces)

Transmigration timber estates must provide their settlers with solar or hydroelectric power, housing, schools, roads, hospitals, and farmland for each family.
(Move ahead 5 spaces)

The largest amounts of foreign investments were in the service sector, mining sector, housing and hotel sector.
(Move ahead 1 space)

The forest industry is the largest employer in Indonesia, providing direct employment for 2 1/2 million people and indirect employment for 1 and 1/2 million
(Move ahead 2 spaces)

Most of the production of the machinery, basic methods, and electronic industries is oriented toward the domestic market.
(Move ahead 3 spaces)

Government regulations forbid the export of unprocessed logs. Forestry is Indonesia's 2nd largest earner of foreign exchange.
(Move ahead 3 spaces)

The Pabrik Kapal Indonesia (PAL), Indonesia's shipyard is one of the largest and most modern shipbuilding facilities in Southeast Asia.
(Move ahead 2 spaces)

Indonesia's development plans concentrate on increasing production in the non-agricultural sectors of the economy.
(Move ahead 1 space)

The Indonesian shipyard provides training programs for welding, electrical, mechanical, and carpentry trades.
(Move ahead 3 spaces)

Government policy gives priority to investment in industries engaged in the production of capital goods.
(Lose 1 turn)

Petroleum production increased an average of 2.5 % per year, with an increase in the amount of refined oil being exported.
(Move ahead 2 spaces)

TRAVEL CARDS

Learn about matrilineal society. Visit the center of Minakabau culture in **Bukittinggi**.

Visit Indonesia's oldest university the Institute of Technology (ITB) located in **Bandung**.

Visit the docks of Sunda Kelapa in **Jakarta** and see sailing vessels arrive with lumber from Kalimantan.

Visit Tangkuban Prahu, the "Upturned Boat" volcano located north of **Bandung**.

Tour the former Dutch center of government in Old Batavia in **Jakarta**.

Visit historic **Yogyakarta**, the provisional national capital of Indonesia, until 1950.

View a collection of wayang puppets made of leather, buffalo hide, or wood at the Wayang Museum at Fatahillah Square in **Jakarta**.

Visit the world's largest Buddhist monument at Borobudur. Go directly to **Yogyakarta** to arrange for transportation.

Learn about Indonesia's past. Visit the Geological Museum at **Bandung**.

Visit the Javanese center of the universe. Tour the royal Kraton at **Yogyakarta** and get in touch with the past.

Take time to visit the largest mosque in Southeast Asia. Go directly to **Jakarta**.

Visit a deepwater port at **Ujung Pandang** (Makassar) on the island of Celebes.

Visit Taman Mini, "Indonesia in Miniature," and tour the islands and cultures of Indonesia in a day or two. Go directly to **Jakarta**.

Don't miss Indonesia's largest university, Gajah Mada, which was founded during the revolution. Travel to **Yogyakarta** for this opportunity.

Visit the largest Botanical Gardens at **Bogor**. If you are lucky you might see the world's largest flower in bloom.

Take in a traditional *Ramayana Ballet*, at the Century Lara Jonggrang temple at Prambanan. Arrange transportation in **Yogyakarta**.

Visit **Surabaya**, a major agricultural, industrial and shipping center on the island of Java.

Investigate the handicrafts of Indonesia. Visit the Batik Reserach center in **Yogyakarta**.

Visit the tea plantations of Indonesia at Punchak pass. Go direcdtly to **Bogor** to arrange for transportation.

The Kraton of **Surakarta** is located along the banks of the Bengawan Solo, Java's longest river.

Visit one of Indonesia's deep water ports at **Palembang** on Sumatra.

In **Surakarta**, visit the Sasana Mulya, pavillion of the Indonesian Performing Arts Academy to see where musical notation for the *gamelan* originated.

Visit the East Javanese capital of **Surabaya**, which is the second most important seaport in Indonesia.

View the unique housing styles of the Minangkabau with roofs shaped like buffalo horns. Travel to **Bukittinggi**.

Surabaya is also called the "City of Heroes," as the first battle of the revolution was fought there in November of 1945.

When in **Bukittinggi** journey to Fort de Kock, built by the Dutch in 1825, to get a good view of the city.

Begin your journey to Bali on a Garuda airlines flight landing at Rgurah Rai International Airport near **Denpasar**.

After a day of shopping for many different artifacts, meet your traveling companions at the Dutch clock tower in the central square of **Bukittinggi**.

Visit the beaches of Bali, Kota, Nusa Dua, or Sanur. Arrange for transportation from **Denpasar**.

Visit the Chinese cemetary in **Padang**, the third largest city on the island of Sumatra.

Denpasar's main square was the scene of a mass suicide of the members of the royal house who ran into Dutch gunfire.

Watch out for the food in **Padang**, reportedly the spiciest in Indonesia.

Visit the artisans of Ubud and see paintings, woodcarving, and weaving. Make arrangements for transportation in **Denpasar**

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Visit the second highest peak in Indonesia, Mt. Rinjani, located on the island of Lombok. Make arrangements at **Mataram**.

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Visit traditional Sasak villages on artisans on the island of Lombok. Be sure to see a traditional food market complete with dried fish. Make arrangements in **Mataram**.

The business and commercial center of Sulawesi was called Makassar by the Dutch. Visit **Ujung Pandang** and its ancient fortress.

Visit the dungeon where Prince Diponegoro of Yogyakarta was imprisoned for 27 years. Make arrangements in **Ujung Pandang**

Visit Irian Jaya, Indonesia's last frontier. Plan on arriving on the island at the airport at **Jayapura**.

Traditonal livestyles abound in Iraian Jaya, located on the island of New Guinea. Make arrangements to tour the countryside at **Jayapura**.

Even though travel to East Timor is banned, you would like to land at the airport at **Dili**

DILEMMAS OF DEVELOPMENT

STRAIT OF MALACCA ?	SUMATRA ?	MEDAN	PADANG	BIKITINGGI	PALEMBANG	SUNDA ? STRAITS	JAKARTA	JAVA SEA ?	INDIAN OCEAN ?
SULAWESI ?	KALIMANTAN ?	UJUNG PANDANG	IRIAN JAYA ?	JAYAPURA	TIMOR ?	BANDA SEA ?	DILI	FLORES ?	BOGOR
		TRAVEL	?	?	TRAVEL				BANDUNG
	TRAVEL	?		TRAVEL	?				YOGYAKARTA
	?	TRAVEL		?	TRAVEL				SURAKARTA
		?		TRAVEL		DENPASSAR	LOMBOK ?	MATARTAM	FLORES ?
		TRAVEL				BALI ?	SURABAYA		

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Pancasila The State Philosophy

1. Belief in the One and Only God
2. Just and Civilized Humanity
3. The Unity of Indonesia
4. Democracy Guided by the Inner Wisdom in the Unanimity Arising Out of Deliberations Amongst Representatives
5. Social Justice for the Whole of Indonesia

Indonesian Archipelagic Outlook

1. The realization of the Indonesian Archipelago as one political unity, in the sense:

   a. that the entire territory of the nation with all its contents and resources forms one territorial unity, one place, one sphere of life and one set of norms of all the people, and is the assets and property of the people;

   b. that the Indonesia nation, consisting of various ethnic groups and speaking a variety of regional languages, following a variety of religions and faiths and worshipping God in various ways, forms one complete national unity in the broadest sense of the world (sic);

   c. that psychologically, the Indonesian people should have a sense of belonging, having one destiny, and one sense of responsibility of being one nation and with one motherland, imbued with a strong determination to achieve the national ideals;

   d. that Pancasila is the only philosophy and ideology of the state and nation, whose basis is to guide and direct the nation toward its goal;

   e. That the entire Indonesian Archipelago forms one legal unity in the sense, that there shall only be national legal system serving the national interest.

2. The realization of the Indonesian Archipelago as one social and cultural unity, in the sense:

   a. that the Indonesian society is one and lives in the pursuit of equal, widespread and balanced social progress such that life is in harmony and follows the advancement of the people;

   b. that the Indonesian culture is essentially one, whereas the various forms are only a reflection of the cultural wealth of the people which is fundamental asset for national cultural development to benefit the people;

3. The realization of the Indonesian Archipelago as one economic unity, in the sense:

   a. that the potential and real resources in the territory of the Archipelago, are the collective asset and property of the people, and that the daily necessities of the people must be provided equitably throughout the country;

   b. that the stages of economic development in all regions should be even and balanced without disregard to the specific characteristics of the regions in improving the economic life.

4. The realization of the Indonesian Archipelago as one unity in defense and security, in the sense:

   a. that a threat to any island or region is in effect a threat to the entire nation and state.;

   b. that every citizen shall have equal rights and duties regarding the defense of the country and the people.

Excerpted from *Indonesia 1994, An Official Handbook.* pp. 99-100

INDONESIAN DATA (APPENDIX 3)

Province	Land Area (sq. km).	Density per km.^{2}	Per Capita GNP (rupiahs)	Religious groups (in percent)	Growth rate percent
Aceh (Sumatra)	55,392	62	761,025	M-97.75; P-1.50; C-.25; H-.02; B-.47	2.72
North Sumatra	70,787	145	901,970	M- 63; P -28; RC- 5 ; H-.41; B-3.68	2.06
West Sumatra	49,778	80	811,300	M-98.17; P- .89; RC-.67; H-18; B-.14	1.62
Riau (Sumatra)	94,561	35	2,935,625	M-87.3; P- 2.3; RC-.5; H-1.31; B- 7.3	4.30
Jambi (Sumatra)	53,435	45	731,371	M-89; P -1; RC-1; H-.20; B-.34; other-8	3.40
South Sumatra	103,688	61	728,810	M-96.7; P-1; RC-.9; H-.2; B-1.2	3.15
Bengkulu (Sumatra)	19,788	56	864,758	M-97.48; P-1.27; RC-.78; H-.27; B-.19	4.38
Lampung (Sumatra)	33,307	181	242,036	M-94.4; P-1.6; RC-1.; H-2.37; B-.6	2.67
Jakarta (Java)	661	12,495	1,824,131	M-85.5; P-5.20; RC-4.77; H-.97; B-3.56	2.42
West Java	46,.229	765	461,852	M-97.7; P-1.1; RC-.5; H-.11; B-.5	2.57

Province	Land Area (sq. km).	Density per km.^{2}	Per Capita GNP (rupiahs)	Religious groups (in percent)	Growth rate percent
Yogyakarta (Java)	3,185	919	760,000	M-91.2; P-3.5; RC-5; H.-3; B-.1	.57
East Java	47,921	678	900,179	M-96.86; P-1.42; RC-.91; H-.56; B-.22	1.08
West Kalimantan	143,760	22	452,885	M-56.34; P-11.07; RC-19.1; H-.47; B-5.	2.65
South Kalimantan	37,660	69	616,762	M-97.61; P-.82; RC-.34; H-.30; B-.20	2.32
Central Kalimantan	152,600	9	542,196	M-67.6; P-15.4; RC-1; H_15.8; B-.1:	4.42
East Kalimantan	202,440	9	1,950,000	M-85.68; P-9.54; RC-4.01; H-.22; B-.55	1.60
Central Sulawesi	69,726	25	296,081	M- 76; P-20.3; RC-.3; H-2.8; B-.2	2.87
Southeast Sulawesi	27,686	49	344,186	M-98; P-1.3; RC-.3; H-.4; B-.05	3.66
South Sulawesi	72,781	90	not given	M-88.5; P-7.8; RC-1.9; H-1; B-.4	not given
Bali	5,561	500	1,090,447	M- 5.22; P-.58; RC-.47; H-93.18; B-.55	1.18

Province	Land Area (sq. km).	Density per km.[2]	Per Capita GNP (rupiahs)	Religious groups (in percent)	Growth rate percent
West Nusatenggara[1]	20,177	167	213,452	M-95.9; P -.60 RC-.4; H-2.9; B-.1	2.15
East Nusatenggara[2]	47,876	68	195,054	M-9.8; P -27.6; RC-54.2; H-.11; B-.15	1.79
Maluku[3]	74,505	25	425,277	M-54.8; P-40.9; RC-4; H-.1; B-.1	2.78
Irian Jaya	421,981	4	1,260,.711	M- 15; P-63; RC-20; H-.1; B-.8	3.46
East Timor	14,874	50	319,.826	M-1.7; P-2.6; RC-91.4; H-.3; B-.1	3.02

[1] Lombok and Sumbawa islands

[2] 111 islands; largest Flores, Sumba, and Timor

[3] Maluku archipelago

Religious groups: M- Moslem; P-Protestant; RC-Roman Catholic; H-Hindu; B-Buddhist

On November 12, 1994 -- 1 United States Dollar was equal to 2,172.02 rupiah.

Information adapted from *Indonesia 1994: An Official Handbook*, Department of Information, pp.79-97.,

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